



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State’s measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students’ scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student’s ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



# School Report Grade 5

Test Date: March 2008  
Code: 10511225  
SAU: Durham School Department  
School: Durham Elementary School

## Contents of the Report

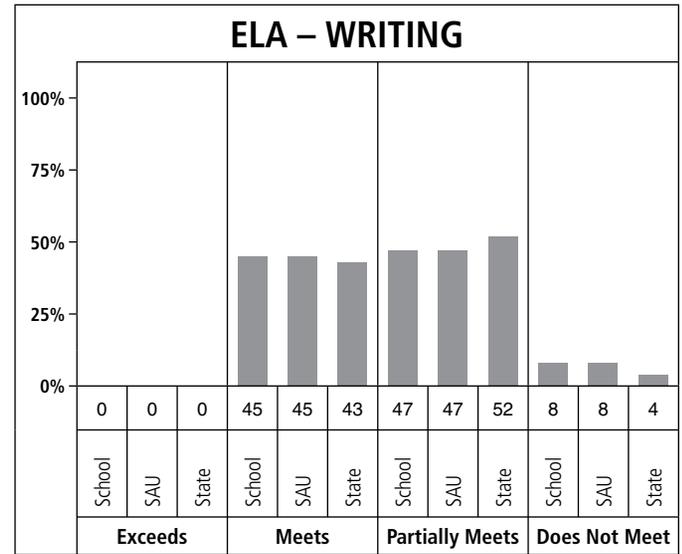
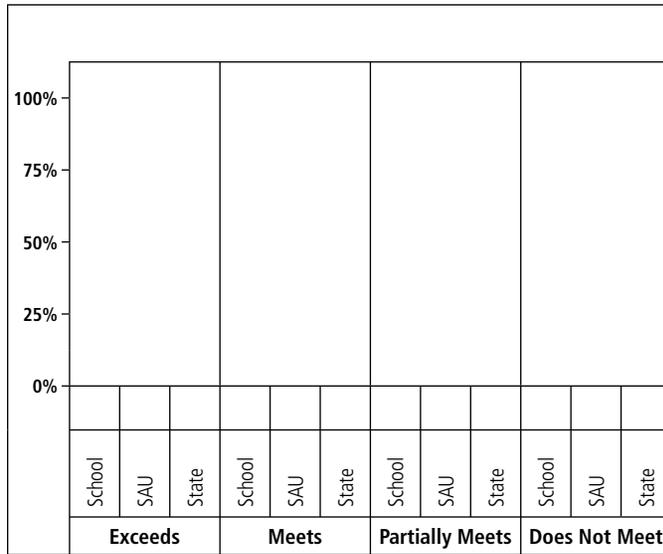
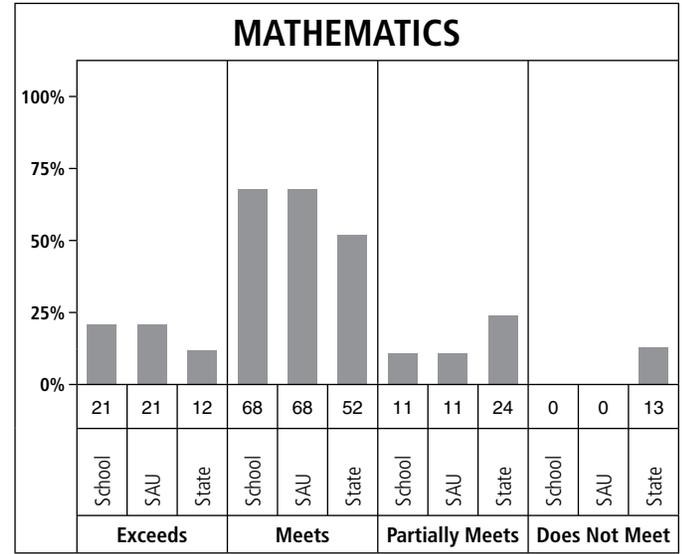
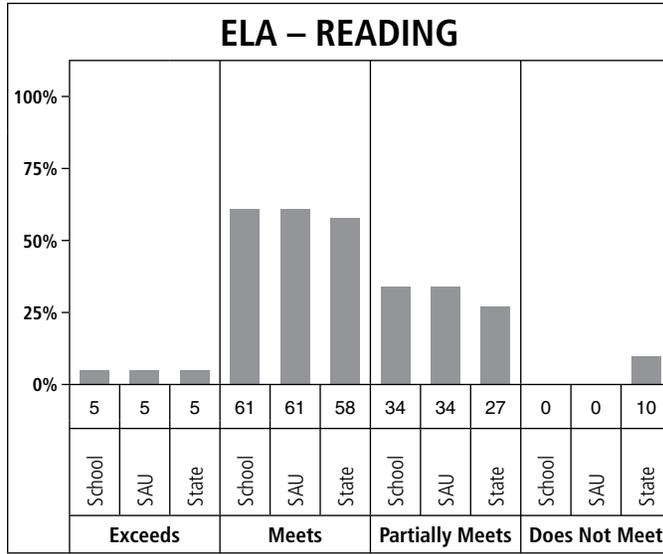
The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9
English Language Arts – Writing Results .....	10-12

# SUMMARY OF SCORES

Test Date: March 2008  
 Grade: 5  
 SAU: Durham School Department  
 School: Durham Elementary School

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	542	542	544
2006–2007	545	545	544
<b>2007–2008</b>	<b>546</b>	<b>546</b>	<b>545</b>
Cum. Avg.*	544	544	544
<b>Mathematics</b>			
2005–2006	544	544	543
2006–2007	548	548	546
<b>2007–2008</b>	<b>555</b>	<b>555</b>	<b>546</b>
Cum. Avg.*	549	549	545
<b>ELA – Writing</b>			
2005–2006			
2006–2007	537	537	541
<b>2007–2008</b>	<b>537</b>	<b>537</b>	<b>538</b>
Cum. Avg.*			



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.



# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 5  
 SAU: Durham School Department  
 School: Durham Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
	School		SAU		State		ELA-Reading						Mathematics						ELA-Writing											
	n	%	n	%	n	%	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	39	100	39	100	14240	100	39	100	39	100	14157	100	39	100	39	100	14156	100							39	100	39	100	14107	99
<b>Ethnicity</b> African American/Black	0	0	0	0	404	3	0	0	0	0	396	98	0	0	0	0	398	99							0	0	0	0	388	96
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100							0	0	0	0	118	100
Asian or Pacific Islander	0	0	0	0	201	1	0	0	0	0	199	99	0	0	0	0	199	99							0	0	0	0	197	98
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99							0	0	0	0	171	97
Caucasian/White	39	100	39	100	13339	94	39	100	39	100	13274	100	39	100	39	100	13267	100							39	100	39	100	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0							0	0	0	0	0	0
<b>Identified disability</b>	4	10	4	10	2555	18	4	100	4	100	2528	99	4	100	4	100	2526	99							4	100	4	100	2507	99
<b>Current LEP</b>	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99							0	0	0	0	323	96
<b>Economically disadvantaged</b>	13	33	13	33	5574	39	13	100	13	100	5528	99	13	100	13	100	5531	99							13	100	13	100	5504	99
<b>Migrant</b>	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100							0	0	0	0	5	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						ELA-Writing											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	33	85	33	85	11042	78	33	85	33	85	11006	77							33	85	33	85	11127	78
Identified disability (PET/IEP)	0	0	0	0	396	4	0	0	0	0	404	4							0	0	0	0	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	2	6	2	6	134	1	2	6	2	6	133	1							2	6	2	6	136	1
<b>Participation with accommodations</b>	5	13	5	13	2974	21	5	13	5	13	3014	21							5	13	5	13	2845	20
Identified disability (PET/IEP)	3	60	3	60	1996	67	3	60	3	60	1986	66							3	60	3	60	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	2	40	2	40	766	26	2	40	2	40	801	27							2	40	2	40	710	25
<b>Participation through alternate assessment (PAAP)</b>	1	3	1	3	136	1	1	3	1	3	136	1							1	3	1	3	135	1
Identified disability (PET/IEP)	1	100	1	100	136	100	1	100	1	100	136	100							1	100	1	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
<b>Non-participation – other</b>	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	106	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.



# ELA-READING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	Durham School Department
School:	Durham Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL						
		School		SAU		State		
		N	%	N	%	N	%	
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)		2005-2006	1	3	1	3	721	5
		2006-2007	1	3	1	3	702	5
		<b>2007-2008</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>659</b>	<b>5</b>
		Cum. Total*	4	4	4	4	2082	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)		2005-2006	15	48	15	48	7571	53
		2006-2007	24	65	24	65	7730	55
		<b>2007-2008</b>	<b>23</b>	<b>61</b>	<b>23</b>	<b>61</b>	<b>8195</b>	<b>58</b>
		Cum. Total*	62	58	62	58	23496	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)		2005-2006	10	32	10	32	4343	30
		2006-2007	9	24	9	24	4182	30
		<b>2007-2008</b>	<b>13</b>	<b>34</b>	<b>13</b>	<b>34</b>	<b>3800</b>	<b>27</b>
		Cum. Total*	32	30	32	30	12325	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)		2005-2006	5	16	5	16	1628	11
		2006-2007	3	8	3	8	1419	10
		<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1362</b>	<b>10</b>
		Cum. Total*	8	8	8	8	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	30.7	64.0	30.7	64.0	29.2	60.8
<b>Literary Text</b>	<b>24</b>	<b>50</b>	15.7	65.4	15.7	65.4	15.0	62.5
<b>Informational Text</b>	<b>24</b>	<b>50</b>	14.9	62.1	14.9	62.1	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

\*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



# ELA-READING RESULTS (CONTINUED)

Test Date: March 2008
Grade: 5
SAU: Durham School Department
School: Durham Elementary School

REPORTING CATEGORIES	School										SAU					State								
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score		
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%			
<b>All Students</b>	38	5	2	5	23	61	13	34	0	0	546	38	5	61	34	0	0	546	14016	5	58	27	10	545
<b>Ethnicity</b>																								
African American/Black	0											0							388	1	39	34	26	538
American Indian or Native Alaskan	0											0							116	0	44	45	11	541
Asian or Pacific Islander	0											0							197	5	64	23	8	546
Hispanic	0											0							167	2	47	37	14	542
Caucasian/White	38	5	2	5	23	61	13	34	0	0	546	38	5	61	34	0	0	546	13148	5	59	27	9	545
Not Reported	0											0							0					
<b>Identified disability</b>																								
Yes	3											3							2392	0	26	42	31	536
No	35	6	2	6	23	66	10	29	0	0	547	35	6	66	29	0	0	547	11624	6	65	24	5	547
<b>Current LEP</b>																								
Yes	0											0							319	1	36	34	29	537
No	38	5	2	5	23	61	13	34	0	0	546	38	5	61	34	0	0	546	13697	5	59	27	9	545
<b>Economically disadvantaged</b>																								
Yes	13	8	1	8	5	38	7	54	0	0	544	13	8	38	54	0	0	544	5454	2	48	35	15	541
No	25	4	1	4	18	72	6	24	0	0	548	25	4	72	24	0	0	548	8562	7	65	22	6	547
<b>Migrant</b>																								
Yes	0											0							5	0	100	0	0	549
No	38	5	2	5	23	61	13	34	0	0	546	38	5	61	34	0	0	546	14011	5	58	27	10	545
<b>Gender</b>																								
Female	24	8	2	8	16	67	6	25	0	0	549	24	8	67	25	0	0	549	6766	7	62	24	8	546
Male	14	0	0	0	7	50	7	50	0	0	542	14	0	50	50	0	0	542	7250	3	56	30	12	543
Not Reported	0											0							0					
<b>Title 1A targeted program</b>																								
Yes	0											0							1751	1	35	44	21	538
No	38	5	2	5	23	61	13	34	0	0	546	38	5	61	34	0	0	546	12265	5	62	25	8	546
<b>Gifted/talented program</b>																								
Yes	0											0							464	27	71	2	1	557
No	38	5	2	5	23	61	13	34	0	0	546	38	5	61	34	0	0	546	13552	4	58	28	10	544

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.    N = Number



# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

**Test Date:** March 2008  
**Grade:** 5  
**SAU:** Durham School Department  
**School:** Durham Elementary School

QUESTIONNAIRE ITEMS	School										SAU					State							
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score			
	%	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%	%	%	%	%			
<b>How much homework do you do on school nights?</b>																							
A. none	5	0	0	1	50	1	50	0	0	546	5	0	50	50	0	546	5	2	42	34	22	540	
B. less than one hour	84	2	6	20	63	10	31	0	0	547	84	6	63	31	0	547	66	5	60	27	9	545	
C. one to two hours	11	0	0	2	50	2	50	0	0	545	11	0	50	50	0	545	26	5	61	26	8	546	
D. more than two hours	0										0						2	3	42	32	23	540	
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																							
A. The questions on the test match what I have learned in reading class.	55	2	10	13	62	6	29	0	0	548	55	10	62	29	0	548	31	7	63	23	7	547	
B. They match some of what I have learned.	34	0	0	8	62	5	38	0	0	545	34	0	62	38	0	545	55	4	61	27	8	545	
C. They match just a little of what I have learned.	8	0	0	2	67	1	33	0	0	545	8	0	67	33	0	545	11	2	42	37	19	540	
D. There is no match.	3	0	0	0	0	1	100	0	0	540	3	0	0	100	0	540	3	1	30	38	31	536	
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																							
A. very good	32	2	17	9	75	1	8	0	0	553	32	17	75	8	0	553	30	10	68	16	6	549	
B. good	53	0	0	12	60	8	40	0	0	544	53	0	60	40	0	544	53	3	59	29	9	544	
C. fair	16	0	0	2	33	4	67	0	0	542	16	0	33	67	0	542	15	1	41	40	18	539	
D. poor	0										0						2	0	23	38	39	534	
<b>How difficult was the reading part of this test?</b>																							
A. harder than my regular schoolwork	13	0	0	3	60	2	40	0	0	546	13	0	60	40	0	546	17	3	45	32	19	541	
B. about the same as my regular schoolwork	76	2	7	18	62	9	31	0	0	547	76	7	62	31	0	547	67	5	62	26	7	546	
C. easier than my regular schoolwork	11	0	0	2	50	2	50	0	0	545	11	0	50	50	0	545	16	6	59	26	9	545	
<b>How difficult were the reading passages on this test?</b>																							
A. Most of the passages were more difficult than what I normally read.	13	0	0	0	0	5	100	0	0	537	13	0	0	100	0	537	13	1	33	42	25	537	
B. Most of the passages were about the same as what I normally read.	66	1	4	16	64	8	32	0	0	546	66	4	64	32	0	546	56	3	60	29	8	545	
C. Most of the passages were easier than what I normally read.	21	1	13	7	88	0	0	0	0	553	21	13	88	0	0	553	31	9	68	18	6	548	
<b>How much time do you spend reading at home each day?</b>																							
A. more than one hour	3	0	0	1	100	0	0	0	0	552	3	0	100	0	0	552	18	8	64	20	8	547	
B. 20 minutes to an hour	66	2	8	17	68	6	24	0	0	549	66	8	68	24	0	549	56	5	62	25	7	546	
C. less than 20 minutes	18	0	0	4	57	3	43	0	0	542	18	0	57	43	0	542	12	2	50	32	15	542	
D. I rarely read at home.	13	0	0	1	20	4	80	0	0	540	13	0	20	80	0	540	13	1	44	38	17	540	
<b>How many pages do you read in school and to complete homework assignments?</b>																							
A. five or fewer pages	19	1	14	2	29	4	57	0	0	543	19	14	29	57	0	543	26	3	51	32	14	542	
B. six to ten pages	25	0	0	5	56	4	44	0	0	544	25	0	56	44	0	544	28	3	59	28	9	544	
C. eleven or more pages	56	1	5	15	75	4	20	0	0	549	56	5	75	20	0	549	47	7	63	23	7	546	
<b>Optional school/SAU question</b>																							
A.	0										0												
B.	100	0	0	1	100	0	0	0	0	552	100	0	100	0	0	552							
C.	0										0												
D.	0										0												

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards  
 N = Number



# MATHEMATICS RESULTS

Test Date: March 2008  
 Grade: 5  
 SAU: Durham School Department  
 School: Durham Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL							
		School		SAU		State			
		N	%	N	%	N	%		
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.									
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	4	13	4	13	1415	10		
	2006-2007	4	11	4	11	1711	12		
	<b>2007-2008</b>	<b>8</b>	<b>21</b>	<b>8</b>	<b>21</b>	<b>1617</b>	<b>12</b>		
	Cum. Total*	16	15	16	15	4743	11		
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (scaled score 541–560)	2005-2006	11	35	11	35	6503	45		
	2006-2007	19	51	19	51	6778	48		
	<b>2007-2008</b>	<b>26</b>	<b>68</b>	<b>26</b>	<b>68</b>	<b>7284</b>	<b>52</b>		
	Cum. Total*	56	53	56	53	20565	49		
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	13	42	13	42	3945	28		
	2006-2007	12	32	12	32	3884	28		
	<b>2007-2008</b>	<b>4</b>	<b>11</b>	<b>4</b>	<b>11</b>	<b>3341</b>	<b>24</b>		
	Cum. Total*	29	27	29	27	11170	26		
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	3	10	3	10	2434	17		
	2006-2007	2	5	2	5	1683	12		
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1778</b>	<b>13</b>		
	Cum. Total*	5	5	5	5	5895	14		

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	15	31	10.7	71.3	10.7	71.3	9.0	60.0
<b>Cluster 2: Shape and Size</b>	14	29	9.1	65.0	9.1	65.0	7.5	53.6
<b>Cluster 3: Mathematical Decision Making</b>	5	10	3.1	62.0	3.1	62.0	2.2	44.0
<b>Cluster 4: Patterns</b>	14	29	10.3	73.6	10.3	73.6	8.4	60.0

**Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)

**Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement

**Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability

**Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

\*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



# MATHEMATICS RESULTS (CONTINUED)

Test Date: March 2008
Grade: 5
SAU: Durham School Department
School: Durham Elementary School

REPORTING CATEGORIES	School										SAU					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
<b>All Students</b>	38	8	21	26	68	4	11	0	0	555	38	21	68	11	0	555	14020	12	52	24	13	546
<b>Ethnicity</b>																						
African American/Black	0										0						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	38	8	21	26	68	4	11	0	0	555	38	21	68	11	0	555	13141	12	53	24	12	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										3						2390	2	29	34	35	534
No	35	8	23	23	66	4	11	0	0	555	35	23	66	11	0	555	11630	13	57	22	8	548
<b>Current LEP</b>																						
Yes	0										0						330	4	36	27	33	536
No	38	8	21	26	68	4	11	0	0	555	38	21	68	11	0	555	13690	12	52	24	12	546
<b>Economically disadvantaged</b>																						
Yes	13	0	0	12	92	1	8	0	0	552	13	0	92	8	0	552	5461	5	46	30	19	541
No	25	8	32	14	56	3	12	0	0	556	25	32	56	12	0	556	8559	16	56	20	9	549
<b>Migrant</b>																						
Yes	0										0						5	0	60	40	0	544
No	38	8	21	26	68	4	11	0	0	555	38	21	68	11	0	555	14015	12	52	24	13	546
<b>Gender</b>																						
Female	24	6	25	16	67	2	8	0	0	556	24	25	67	8	0	556	6767	11	51	24	13	546
Male	14	2	14	10	71	2	14	0	0	552	14	14	71	14	0	552	7253	12	52	23	13	546
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1755	1	37	39	23	538
No	38	8	21	26	68	4	11	0	0	555	38	21	68	11	0	555	12265	13	54	22	11	547
<b>Gifted/talented program</b>																						
Yes	0										0						464	58	40	2	0	564
No	38	8	21	26	68	4	11	0	0	555	38	21	68	11	0	555	13556	10	52	25	13	545

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
 NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.   N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 5  
 SAU: Durham School Department  
 School: Durham Elementary School

QUESTIONNAIRE ITEMS	School										SAU					State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score		
	%	N	%	N	%	N	%	N	%	%	%	%	%	%	%	%	%	%	%			
<b>How much homework do you do on school nights?</b>																						
A. none	5	1	50	0	0	1	50	0	0	558	5	50	0	50	0	558	5	6	39	29	25	539
B. less than one hour	84	7	22	23	72	2	6	0	0	555	84	22	72	6	0	555	66	12	52	24	12	546
C. one to two hours	11	0	0	3	75	1	25	0	0	550	11	0	75	25	0	550	26	12	55	23	11	547
D. more than two hours	0										0						2	9	37	25	29	539
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	62	6	26	16	70	1	4	0	0	555	62	26	70	4	0	555	38	16	56	19	8	549
B. They match some of what I have learned.	27	2	20	6	60	2	20	0	0	554	27	20	60	20	0	554	48	9	53	26	12	545
C. They match just a little of what I have learned.	11	0	0	3	75	1	25	0	0	552	11	0	75	25	0	552	10	6	37	32	24	539
D. There is no match.	0										0						3	3	24	29	45	532
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	53	4	20	16	80	0	0	0	0	557	53	20	80	0	0	557	31	24	54	14	8	552
B. good	29	4	36	6	55	1	9	0	0	557	29	36	55	9	0	557	47	8	55	25	12	545
C. fair	18	0	0	4	57	3	43	0	0	547	18	0	57	43	0	547	19	2	43	35	20	539
D. poor	0										0						3	1	26	38	36	533
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	5	0	0	2	100	0	0	0	0	557	5	0	100	0	0	557	18	5	42	30	22	540
B. about the same as my regular schoolwork	68	5	19	18	69	3	12	0	0	555	68	19	69	12	0	555	66	11	55	23	11	547
C. easier than my regular schoolwork	26	3	30	6	60	1	10	0	0	554	26	30	60	10	0	554	17	20	51	19	10	549
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	21	1	13	7	88	0	0	0	0	553	21	13	88	0	0	553	21	10	48	26	16	544
B. two or three days a week	45	5	29	10	59	2	12	0	0	557	45	29	59	12	0	557	36	13	54	23	10	547
C. two or three times each month	32	2	17	9	75	1	8	0	0	555	32	17	75	8	0	555	27	12	54	23	11	547
D. never or almost never	3	0	0	0	0	1	100	0	0	536	3	0	0	100	0	536	15	10	49	25	16	544
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	11	0	0	3	75	1	25	0	0	551	11	0	75	25	0	551	7	12	44	25	19	543
B. two or three days a week	68	6	23	17	65	3	12	0	0	554	68	23	65	12	0	554	30	13	53	23	11	547
C. two or three times each month	21	2	25	6	75	0	0	0	0	558	21	25	75	0	0	558	34	12	54	23	10	547
D. never or almost never	0										0						29	9	50	25	16	544
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	5	0	0	2	100	0	0	0	0	558	5	0	100	0	0	558	7	7	40	25	28	539
B. 30–45 minutes	16	1	17	4	67	1	17	0	0	555	16	17	67	17	0	555	31	7	49	29	15	543
C. 45–60 minutes	34	1	8	11	85	1	8	0	0	551	34	8	85	8	0	551	40	12	55	23	10	547
D. more than 60 minutes	45	6	35	9	53	2	12	0	0	557	45	35	53	12	0	557	23	18	54	19	9	549
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	100	1	100	0	0	0	0	0	0	570	100	100	0	0	0	570						
C.	0										0											
D.	0										0											



# ELA-WRITING RESULTS

Test Date: March 2008  
 Grade: 5  
 SAU: Durham School Department  
 School: Durham Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL							
		School		SAU		State			
		N	%	N	%	N	%		
<p>The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in English language arts – writing.</p>									
<p><b>Exceeds the Standards</b> – The student's response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)</p>	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	0 <b>0</b>	0 <b>0</b>	0 <b>0</b>	0 <b>0</b>	260 <b>46</b>	2 <b>0</b>		
<p><b>Meets the Standards</b> – The student's response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)</p>	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	17 <b>17</b>	46 <b>45</b>	17 <b>17</b>	46 <b>45</b>	7844 <b>6041</b>	56 <b>43</b>		
<p><b>Partially Meets the Standards</b> – The student's response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)</p>	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	18 <b>18</b>	49 <b>47</b>	18 <b>18</b>	49 <b>47</b>	5365 <b>7330</b>	38 <b>52</b>		
<p><b>Does Not Meet the Standards</b> – The student's response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)</p>	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	2 <b>3</b>	5 <b>8</b>	2 <b>3</b>	5 <b>8</b>	524 <b>555</b>	4 <b>4</b>		

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Writing (Standards F &amp; G)</b>	<b>20</b>	<b>100</b>	10.5	52.5	10.5	52.5	10.7	53.5
<b>Stylistic and Rhetorical Aspects of Writing (Standard G)</b>	<b>12</b>	<b>60</b>	5.5	45.8	5.5	45.8	5.6	46.7
<b>Standard English Conventions (Standard F)</b>	<b>8</b>	<b>40</b>	5.0	62.5	5.0	62.5	5.1	63.8

The MEA assesses students' writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine's 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

\*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



# ELA-WRITING RESULTS (CONTINUED)

Test Date: March 2008
Grade: 5
SAU: Durham School Department
School: Durham Elementary School

REPORTING CATEGORIES	School										SAU					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
<b>All Students</b>	38	0	0	17	45	18	47	3	8	537	38	0	45	47	8	537	13972	0	43	52	4	538
<b>Ethnicity</b>																						
African American/Black	0										0						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	38	0	0	17	45	18	47	3	8	537	38	0	45	47	8	537	13108	0	44	52	4	538
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	3										3						2372	0	12	72	16	529
No	35	0	0	17	49	17	49	1	3	539	35	0	49	49	3	539	11600	0	50	48	1	539
<b>Current LEP</b>																						
Yes	0										0						319	0	30	58	12	533
No	38	0	0	17	45	18	47	3	8	537	38	0	45	47	8	537	13653	0	44	52	4	538
<b>Economically disadvantaged</b>																						
Yes	13	0	0	5	38	6	46	2	15	535	13	0	38	46	15	535	5435	0	32	61	7	535
No	25	0	0	12	48	12	48	1	4	538	25	0	48	48	4	538	8537	0	50	47	2	539
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	538
No	38	0	0	17	45	18	47	3	8	537	38	0	45	47	8	537	13967	0	43	52	4	538
<b>Gender</b>																						
Female	24	0	0	14	58	10	42	0	0	540	24	0	58	42	0	540	6750	1	55	43	2	540
Male	14	0	0	3	21	8	57	3	21	533	14	0	21	57	21	533	7222	0	33	61	6	535
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1745	0	26	69	5	534
No	38	0	0	17	45	18	47	3	8	537	38	0	45	47	8	537	12227	0	46	50	4	538
<b>Gifted/talented program</b>																						
Yes	0										0						464	2	74	23	0	545
No	38	0	0	17	45	18	47	3	8	537	38	0	45	47	8	537	13508	0	42	53	4	537

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested.    N = Number



# ELA–WRITING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: Durham School Department
School: Durham Elementary School

QUESTIONNAIRE ITEMS	School										SAU					State							
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%		
<b>How much homework do you do on school nights?</b>																							
A. none	5	0	0	1	50	1	50	0	0	539	5	0	50	50	0	539	5	0	29	57	14	533	
B. less than one hour	84	0	0	15	47	15	47	2	6	538	84	0	47	47	6	538	66	0	44	52	3	538	
C. one to two hours	11	0	0	1	25	2	50	1	25	533	11	0	25	50	25	533	26	0	45	52	3	538	
D. more than two hours	0										0						2	0	28	60	12	533	
<b>Which of the following best describes how you rate yourself as a writer?</b>																							
A. very good	24	0	0	5	56	4	44	0	0	541	24	0	56	44	0	541	25	1	54	42	3	540	
B. good	42	0	0	9	56	6	38	1	6	539	42	0	56	38	6	539	50	0	46	51	3	538	
C. fair	26	0	0	2	20	6	60	2	20	531	26	0	20	60	20	531	22	0	29	65	6	535	
D. poor	8	0	0	1	33	2	67	0	0	534	8	0	33	67	0	534	3	0	18	63	19	530	
<b>How difficult was the writing part of this test?</b>																							
A. harder than my regular schoolwork	14	0	0	2	40	3	60	0	0	538	14	0	40	60	0	538	14	0	33	56	10	535	
B. about that same as my regular schoolwork	81	0	0	12	40	15	50	3	10	536	81	0	40	50	10	536	65	0	45	52	3	538	
C. easier than my regular schoolwork	5	0	0	2	100	0	0	0	0	545	5	0	100	0	0	545	21	0	45	51	4	538	
<b>Optional school/SAU question</b>																							
A.	0										0												
B.	100	0	0	1	100	0	0	0	0	542	100	0	100	0	0	542							
C.	0										0												
D.	0										0												